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ABSTRACT

This study investigated Turkish teachers' levels of commitment to their schools, the tasks involved in teaching, work groups, and the occupation. A 28-item scale was administered to 302 teachers working in public high schools in the districts of Zonguldak and in the city center. The questionnaire asked about their commitment to the school; commitment to the teaching occupation; commitment to the daily work of teaching; and commitment to collaborating with other working groups within the organization. Data analysis indicated that teachers exerted significant effort on behalf of their schools. There was a direct relationship between teachers' organizational commitment and having pride in being part of the school and working group. Teachers were very committed to the daily work of teaching and to the teaching occupation. They tended to have close, friendly relationships with others in the school. There was a close relationship between variables related to teachers' commitment to their schools, the working group, and the teaching occupation. (Contains 11 references.) (SM)

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TEACHERS' ORGANIZATIONAL COMMI TMENT IN EDUCATIONAL ORGANIZATIONS

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TEACHERS' ORGANIZATIONAL COMMITMENT IN EDUCATIONAL ORGANIZATIONS

ABSTRACT

In this study, it was tried to determine the teachers' level of organizational commitment with regard to the commitment to school, to teaching works, to work group and to teaching occupation. In the direction of this aim, a scale with four dimensions including 28 items was administrated for determining the teachers' organizational commitment. That scale was applied on 302 teachers who are working for public high schools.

As a result of the research, close relationships of the variables related to the teacher's commitment to their schools, the work group, and the teaching occupation were found out and a direct relationship was discovered between the teachers' organizational commitment and having a proper pride to belong to such a school and work group

Key Words: Organizational commitment, work group, teacher commitment, commitment to school.

Problem

The educational organization is one of the most important social institutions in a society. The effective and directive positions of an educational organization in a society firmly depend on its perfect coordination in the direction of social expectations.

The effectiveness level of an organization necessitates adequate organizational formation, satisfactory sources, consistent policies based on scientific and technological developments and qualified employee with healthy working conditions, and also its aim should be directive for social needs. It is known that human being is the most important input of any organization. Although the organization has organic, physical and economical conditions for effectiveness, the creative performance of the organization may not be promising unless the human being who is responsible for creativity in an organization is attached importance or his/her needs and expectations are taken into consideration. Human being is, of course much more important in the educational oerganizations than in other organizations. Because s/he participates at any position of the input-process-output circle of the educational organizations, "input" is students, "prosess" is teacher and "output" is a qualified work. Besides attitudinal alteration is the aim that students are charged with. Then, it is possible to assert that the most important element is human being and the output is attitude in educational organizations

To form the appropriate attitudinal alteration for the goal of educational organizations, to create satisfactory conditions for getting students to be voluntary for this attitudinal alteration and to determine the demand for getting students to acquire the stated knowledge and ability are the most important tasks. In that position, the teachers who are responsible for arranging this task need to be efficient; and on the other hand, the existence of the conditions that motivate the teachers for performing this task is the main principal.

Arranging the tasks in an effective way depends on the quality of working conditions. The concept of working conditions deal with organizational effectiveness, environment, climate, organizational ideology, ecological field and with organizational information (Hoy, Tarter, Kottkamp, 1991, p. 17). Teacher's sense of working conditions is effective on their working habits. One of aspects that constitute the source of teacher's sense of working conditions is the teachers' attitudes and interests towards the objects (such as occupation,

task, materials, students, school, etc.) in their working environment. In that respect, the teachers do the

activities in accordance with his/her interaction and concern with those objects. In one way, one of the concepts that determine the employee's interests towards the objects in working environment is the employee's level of organizational commitment. Organizational commitment consists of the factors such as: the employee's belief and acceptance of the organizations's goals and values, the employee willingness to exert effort on behalf of the organization, and a strong desire to keep up membership in the organization

The effectiveness of an educational organization, of course, depends on many details; one of the most important details is the interaction of administer, teacher and students who are the permanent items of learning and teaching process. Within this interaction, school manager is the director of school and teacher is the director of classroom. In this respect, teachers' commitment themselves to their schools, students, teaching activities, occupation and colleagues; in other words, teachers' attitudes, beyond formalism, towards the normative expectations of these groups and objects have positive influences on the effectiveness of school.

On the other hand, the external rewards (salary, position, degree, etc.) that the organization supplies and the internal rewards that are supplied from working environment are the most important points for encouraging employee in concept of professional performance. Therefore, internal rewarding is more important in teaching occupation than the other fields. The most significant internal rewarding sources for teachers are school, job satisfaction, materials, students and their aims, and students' own values. Those sources, that are internal rewards for teachers, depart from other internal rewards at other organizations.

In Turkey, it is difficult to claim that the external reward sources of the educational organizations (salary, position, degree, etc.) are satisfactory for the teachers. Alternatively, it can be asserted that these sources are not sufficient even for minimum life conditions. On the other hand, the teachers do not, worse still, have the chance of getting a degree on their status easily within the organization because of the characteristics of teacher profession.

It is clear that the interaction among the teachers in the school, the communication between the teachers and the students, the quality of procedures and the level of the teachers' apprehension of their profession all affect the teachers' level of organizational commitment. Indeed, the question how to provide teacher commitment is still a problem.

Lower commitment creates the dilemmas that both affect badly the effectiveness of school and cause teachers to be less successful in their professional performance or to leave the profession. The less committed teachers may both create difficulties and cause the deviations in respect of the educational aims of the school, for example in the classroom, the teachers may struggle to direct the students to behave in accordance with different aims separated from the aims of the school. Those types of negative attitudes may not be recognized and prevented at the proper time. The reason of this may be the difficulty faced for evaluating the outcome objectively. Since education is a long-time process, it is not possible to observe the attitudinal outcome of the students momentarily, and the results of the students' negative attitudes may actually be recognized after so many years.

Research Aim

The aim of this research which was conducted on the teachers who work for the secondary education -public high schools- is to determine the teachers' commitment to the schools they are working for, the colleges (work group), school, teaching occupation and teaching work.

Method

The Research Model

The survey method was applied in this research. A questionnaire was administrated on the teachers from the public high schools in order to determine the teachers' organizational commitment.

The Population and the Sample

The population consist of the teachers from the all public high schools in the districts of Zonguldak and in the city centre.

The numbers of the teachers -research subjects- are 450. The public high schools in which more than 10 teachers work were chosen as samples. From 11 public high schools, the

teachers whose working periods are more than one year were included to the sample, but the prospective teachers were not included to sample. The questionnaires were administrated to 375 teachers who were included to the sample and 344 questionnaires were taken back. But, 302 questionnaires of the returned ones were evaluated in this research.

Data and Data Collection

The relevant literature was investigated in order to form the theoretical base of the research. For data collection, the questionnaires were used.

Scale Formulation

The questionnaire administrated for determining the organizational commitment has 4 dimensions.

1. Commitment to School; is defined as teachers' belief and acceptance of the goals and values of the school, teachers' efforts for actualization those goals and values, and teachers' strong desires to keep up membership in the school. This definition is based on the concept of organizational commitment (Mowday, Porter, Steers, 1979, p. 232). In this respect, *Commitment to School Scale (CSS)* and Organizational Commitment Questionnaire (OCQ) were adapted to educational organizations by Mowday et.al., (1979, p. 233). The scale has 14 items; but as a result of item analysis, commitment to school scale was formulated with 9 items by omitting 5 items. The items that involve negative judgements such as *"I don't confirm the administrative applications of the school for teachers", "I do not confirm the interaction between the people in the school"* were scored in opposite way as 5,4,3,2,1.

2. Commitment to Teaching Occupation; is defined as teachers' attitudes towards their occupation. *Commitment to Teaching Occupation(CTO)* was formulated in accordance with the concepts that are professional commitment, career orientation, career commitment (Blau, 1985, p. 279) and career salience (Greenhaus, 1971). 12 items were included into the scale for commitment to teaching occupation on the basis of these conceptual approaches. As a result of item analysis, 6 items were omitted.

3. Commitment to Teaching Work; is formed with Morrow's approach (1983, p. 492) which maintains the occupied level of an individual's daily life. Commitment to teaching

work is the physical and psychological occupied level of a teacher in his/her daily life. *Commitment to Teaching Work (CTW)* was formulated with 9 items in the direction of Kanungo's Job Involvement Scale (1982, p. 345) that was depended on Lodahland Kejner's Scale (1965, p. 32). As a result of item analysis, 2 items were omitted from the scale.

4. Commitment to Work Group; is defined as the employee's sense of faithfulness and collaboration with other working groups within an organization (Randall, Cote, 1991, p. 198). In this respect, the commitment of teachers to work group in the school is based on density of the teachers' sense of faithfulness and collaboration with other teachers. *Commitment to Work Group (CWG)* was formulated with 6 items in accordance with Sheldon's Work Group Attachment (1971, p. 147).

The organizational commitment scale of educational organizations that was formulated to find out teachers' organizational commitment in educational organizations has 4 dimensional structures and 28 items. In this research study, one dimensional factor analysis of the scale that was formulated for finding out the teachers' organizational commitment was done. For factor analysis, the items whose factor quantities are over .30 were chosen, because only the items whose factor quantities are over .30 can be analysed (Cohen, Lawrence, 1989, p. 369). As a result of the analysis, it was found out that 28 items intensified on 4 factors. The eigenvalue of the scale is 6.95-1.79 and those 4 factors are explained as the 47.3 % of variance (*See Table 1*).

Firstly, the discriminant coefficients of 28 items were determined in one dimensional structure in order to ascertain the reliability of the scale. Secondly, The Coranbach Alpha coefficient of internal coherence coefficient (Coranbach, 1990, p. 201) for both one dimensional structure and each factor were found out so as to verify the internal coherence of the scale.

The Cronbach Alpha coefficient of reliability of 28 items of the organizational commitment scale in educational organizations was determined as .88. The Cronbach Alpha coefficient of reliability of the factors were found out as: commitment to school is .80; commitment to teaching work is .75; commitment to teaching occupation is .78; commitment to work group is .81.

Data Analysis and Evaluation

The personal data collected through the questionnaires were evaluated in accordance with frequency and percentile values. 28 items about the organizational commitment were evaluated separately on the basis of frequency, percentile and arithmetic averages. Besides, each dimensional structure was interpreted in accordance with the sum of arithmetic averages in each dimensional structure.

The choices of items in the questionnaire were graded as (1) Very Seldom, (2) Rarely Occurs, (3) Sometimes Occurs, (4) Mostly Occurs, (5) Always Occurs. The statistical calculations were done on the basis of these gradings of the choices. A varimax analysis was applied in order to determine the interrelation of the dimensional structures. On the other hand, a variance analysis was employed for the dimensional structure of each commitment in accordance with the choices which are (1) 1-5 years, (2) 6-10 years, (3) 11-15 years, (4) 16 and more years so as to find out whether the dimensions of the organizational commitment are changeable in respect of the teachers' service courses in the school. Besides, within the research, 5 impermanent items were formed such as 1."being satisfied with the school", 2."being satisfied with the colleagues in the school" 3." being satisfied with teaching profession", 4. "to exert effort on behalf of the school", 5. "to approve the applications of the school for the teachers". The responses chosen as (1) Very Seldom and (2) Rarely Occurs for the variables were compounded as one choice; -(1) Low. Besides, the chosen as (4) Mostly Occurs and (5) Always Occurs for the variables were compounded as one choice;-(2) High. Therefore, the "t" test was managed for each question and for each commitment dimension in order to determine whether there were any significant discriminations among the responses given for the questions related to organizational commitment of the teachers whose choices are (1) Low and (2) High within the 5 items. For example, for the item of "being satisfied with school", the ones who chose the choices of (1) Very Seldom and (2) Rarely Occurs for the variables were perceived as they are less satisfied with the school, so they were compounded in the choice of (1) Low; on the other hand, the one who chose (4) Mostly Occurs and (5) Always Occurs for the variables were accepted as they are more satisfied with the school; hence, they were compounded in the choice of (2) High. In this way, it was tested that whether there were any significant discriminations among the answers for the other questions that were replied by the teachers who are more or less satisfied with the school.

FINDINGS AND INTERPRETATION

The findings of the current research are explained under the three sub-titles of personal information, the teachers' organizational commitment, the correlation between the dimensional structures of organizational commitment.

Personal Information

Nearly half of the teachers (302 teachers) from 11 public high schools in the research sample were women, the rest was man. Those teachers were at the ages of 20-60; mostly between the ages of 26 and 45 (87.4 %).

On the other hand, 30.1 % of the teachers were the graduates from 3 years educational institutions, 47.7 % of the teachers were from the teacher training departments of the faculties of education and 22.2 % of the teachers were the graduates from other faculties. The service courses of the teachers vary between 1 and 20 years. The service courses of nearly half of the teachers, approximately 49.4 %, were between 1-10 years; 84.4% of the teachers have been working for 16-25 years, but they worked at different schools not at the present school. Only 2.3 % of the teachers have been working at the present school for 1-5 years.

Teachers' Organizational Commitment

The teachers' organizational commitment is explained under the headings of commitment to the school, the work group, the teaching occupation and the teaching works in this study.

Commitment to School

The teachers' commitment to the school was tested with the factors such as: to exert effort on behalf of the school; having a proper pride to belong to such a school; the motivation of the school for better working situations; to be interested in the future of the school; to perceive the school as the best one among the other schools, not to appreciate the applications in the school relevant to the teachers; to be dissatisfied with the interaction of people in the school.

As the responses of the questions were taken into consideration, it was seen that the teachers exerted great efforts on behalf of the school (84.4%), they had a proper pride to

belong to such a school, they perceived their schools as the best school and they dealt with the future of their schools. However, it was observed that in order to keep up working at the school, the teachers did not want to take the classes not relevant to their own fields. Instead of taking the classes not relevant to their fields, 62.6 % of the teachers had a tendency to join to other schools where they could find classes relevant to their own fields. Then, in that case, it is possible to state that the teachers have stronger psychological ties to their professions than to the school they are working for.

Besides, according to the arithmetic means of the responses, the teachers' level of commitment to the school is middling (moderate). Because it was seen that they did not appreciate most of the applications relevant to the teachers (especially 26.1 % of the teachers never appreciated) and also they had a tendency to join to the other schools in the absence of the classes relevant to their own fields. On the other hand, 25.1 % of the teachers were not satisfied with working at the present school although they had the chance of joining other schools. These results show that instead of having unconscious commitment, they tend to argue against the administrative applications which are objectionable in respect of their professions or not appreciated by the teachers.

Although the most significant factors are about "to exert effort on behalf of the achievement of the school ",and "to deal with the future of the school", it was seen that the factor "if there are not classes relevant to their own fields, the tendency for joining to other schools" has the least efficiency on commitment.

Commitment to Teaching Works

Teachers' commitment to teaching works were determined with the help of 9 questions that are: to be satisfied with teaching to the students; to struggle more for the unsuccessful students; to be voluntary in teaching works; to help the students out of the classes; to make on effort for extensive classes on the case that the routine classes are not enough; to teach the subjects; to have the responsibility of taking the classes on time; and to get information about the students' families.

As a result of the percentile and arithmetic means of the responses, it was found out that the teachers' very level of commitment to teaching works are high. They were satisfied with teaching works and they struggled more for doing the best in the school.

To sum up, when routine class-time was not sufficient for the planned lessons the teachers tried to teach in extensional class times; they helped the students out of the classes; they had the responsibility of taking the classes on the time; and they struggled more for the unsuccessful students. Besides, they tended to get information about the students' achievement and attitudes; and also the teachers had the internal management of the classes and the teachers had the responsibility of taking the classes before the class (exact) time.

Commitment to Teaching Occupation

The teachers' commitment to teaching occupation was found out with these statements: to judge positively the decision of being a teacher; to have a proper pride of his/her profession; to perceive teaching occupation as the most important career; to realize teaching occupation to be ideal for working life; to be famous in teaching profession; to continue teaching occupation although they need not work for money. As a result of the research, it was found that more than half of the teachers perceived the decision of being a teacher as the most positive event; they were proud of their profession; they recognized teaching occupation as being more important than the other professions; they wished to be famous in teaching occupation; they realized that their occupations were the most ideal one among the others for working life; and they had responsibility for keeping up membership in teaching occupation although there was no need economically. It was pointed out that the level of teachers' commitment to teaching occupation was determined as very high in respect of both percentile and arithmetic means. The lowest arithmetic mean was determined for the statement about " keeping up membership in teaching occupation although there is no need economically".

The main reason of this may be the low salary paid for teachers. In accordance with the questionnaires and the interviews with the teachers done for comparing the interrelations between the social statue of teaching occupation and salary, it was obvious that the social respect of teaching occupation has got decreased and the teachers could not afford for daily lives because of the low salaries.

On the other hand, that judgement seems to be supported with the reality that the teachers, in Turkey, have been pensioned off in recent years, even the academic years do not end.

Commitment to Work Group

The close and friendly relationship of members in a work group is the most effective motivation for the achievement within the working process. If those relationships are introduced into the goals of the organization, it may have a significant role on productivity of the organization.

Teachers' commitment to work group was focused on with the factors about: being pleased the other teachers in the lesson breaks; having a proper pride of her/his friends; perceiving the teachers as his/her close friend; feeling himself/herself as the best friend of other teachers; having the same close relationship with the teachers out of the school.

According to the highest percentile and arithmetic means of the responses of these factors, it was seen that the teachers were pleased with being with the other teachers in the breaks, had a proper pride of their friends, perceived each other as close friends and had the same relationship with each other out of the school.

It is possible to claim that this situation reveals close and friendly relationship in the school. On the other hand, since the teachers do not have their own rooms in their schools, they have to leave the school after the classes. Therefore, the time to spend with each other for the teachers is only the break time in the school. As a result of the research, it is clear that this accompanying depends on taking pleasure with each other, not a must.

The Correlation Between the Dimensional Structures of Organizational Commitment

When the teachers' responses relevant to each dimensional structure were analysed, it was determined that there have been positive correlation between dimensional structures of commitment. This judgement can be clearly seen in the correlation matrix of the dimensional structures of commitment.

According to the arithmetic means of each sub-dimension relevant to the dimensional structures of organizational commitment, it was understood that the teachers committed themselves to teaching work and teaching occupation at the highest level but to the school at the lowest level. The most effective factors that manifest the level of the commitment to school are the administrative applications of the school for the teachers and the teachers' desires for working in other schools where they can have the chance of teaching about their own fields on the case that there are not classes to teach about their field. Especially 36.40 % of the teachers perceived the administrative applications negatively, but nearly 44.40 %

of the teachers perceived them positively. Those percentile ratios show that the administrative applications are not satisfactory for the teachers.

According to the correlational matrix of the dimensional structures of organizational commitment, there have been high correlations in positive ways between commitment to teaching work and to the school; commitment to teaching occupation and to teaching work; commitment to work group and to the school. On the other hand, there have been low correlations between commitment to the work group and to teaching profession, and commitment to the school and to teaching profession. When the arithmetic means of the factors about commitment to the school and commitment to teaching occupation are compared, it can be decided that the teachers' commitment themselves to their professions is higher than commitment to the school (*See Table 2*).

The Teachers' Service Duration

As a result of research it can be asserted that as the teachers' service duration gets longer, their organizational commitment levels get increased. The increasing levels of commitment to the school ((t=3.85, p<.01), to teaching work (t=-2.30, p<.05), and to work group (t=-4.06, p<.01) show the increased level of organizational commitment (t=-3.87, p<.01) (*See Table 3*).

Exerting Great Efforts for Actualizing the Goal of the School

A result of the research, it is obvious that the teachers' levels of organizational commitment vary in accordance with the teachers' level of efforts for actualizing the goal of the school.

The levels of commitment to school (t=2.93, p<.01), to teaching work (t=6.11, p<.01), and to teaching occupation(t=2.32, p<.05) of the teachers who exerted great efforts for actualizing the goal of the school get more increased than the teachers who exerted less effort. Therefore, the level of the organizational commitment of the teachers exerting great efforts for actualizing the goal of the school gets more increased (t=4.50, p<.01) on the contrary of the teachers who exert less effort *(See Table 4)*

Having a Proper Pride of Teaching Occupation

It was also determined that the level of organizational commitment of the teachers who were more proud of teaching occupation gets more increased ($t=6.95$, $p<.01$) than the level of organizational commitment of the teachers who were less proud of teaching profession. Hence, the more the teachers are proud of teaching occupation, the more their commitment to school ($t=9.62$, $p<.01$), to teaching work ($t=4.18$, $p<.01$) and to teaching occupation($t=1.23$, $p<.01$) get increased *(See Table 5)*.

Having a Proper Pride to Belong to Such a School

It was realised that as the teachers have proper pride to belong to such a school their organizational commitment level get more increased. The teachers' levels of commitment to school ($t=7.25$, $p<.01$), to teaching occupation ($t=5.08$, $p<.01$), and to work group ($t=5.86$, $p<.01$), also get more increased when compared with the teachers who were less proud of the school *(See Table 6)*.

Having a Proper Pride of Work Group: As a result of the research, it was seen that as the teachers' level of having a proper pride of work group gets increased, their organizational commitment level also gets increased. In accordance with the data gained for that factor in the research, the teachers' level of commitment to school ($t=7.13$, $p<.01$), to work group ($t=13.54$, $p<.01$), to teaching occupation($t=2.79$, $p<.01$), and to work group ($t=13.25$, $p<.01$), in other words the teachers' level of the organizational commitment get more increased. But the commitment levels of the teachers who were less proud of work group were determined as low *(See Table 7)*.

Appreciating the Administrative Applications in the School

It was seen that there has been direct relationships between appreciating the administrative applications for the teachers and the organizational commitment. The level of the commitment to school ($t=7.48$, $p<.01$), to teaching work ($t=2.17$, $p<.05$), and to work group ($t=3.03$, $p<.01$), i.e. the levels of the organizational commitment ($t=4.86$, $p<.01$) of the teachers who appreciated the administrative applications in the school, when compared with the teachers who did not appreciate, get more increased. However, no relation has

been found between the factors about commitment to teaching occupation and appreciating administrative applications of the school *(See Table 8)*.

CONCLUSION

The commitment level of one point among the other commitment points, which constitute the base for organizational commitment of the teachers, has been determined as relevant to other commitment levels. Within this research, the teachers' level of commitment to school, to work group, to teaching work and to teaching occupation, which were chosen as commitment points, have been determined that all are interrelated.

Based on the results of this study, it is possible to state that the teacher who has committed himself/herself to the school exerts great efforts for his school, is proud of his school and willing to have responsibilities for the achievement of school. On the other hand, the teacher who has committed herself/himself to teaching work helps the students out of the classroom, struggles more for the unsuccessful students, creates possibilities for extra lesson on the case that routine class-time is not sufficient for the planned lessons, and takes the class on time.

The teacher who has committed herself/himself to teaching occupation perceives his decision positively for choosing teaching occupation, realizes his professional values more important than the other professional values, and is willing to work as a teacher even though he/she does not have economical problems.

The factors that are the teachers spend their time together at the breaks, perceive each other as close friends, and have close relationships out of the school all cause the level of commitment to work group to increase.

It was also determined that there have been correlations between the points which are commitment to school and to teaching works, commitment to teaching occupation and to teaching works, commitment to work group and to the school. Therefore, it is possible to assert that the teachers' commitment to professional values causes the level of the commitment to teaching works to increase; the teachers' productivity on teaching activities also affects positively the commitment to school and to profession. It is also possible to state that the organizational commitment level gets increased as teachers' service duration gets longer. On the other hand, the administrative applications for teachers affect the

teachers' level of organizational commitment and make them have a proper pride of their professions and the school.

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Table 1
Total Variance of The Factors in the Scale for Teacher' Organizational Commitment in Educational Organizations.

	Rotation Sums of Squared Loadings		
Factor	***Total***	***% of Variance***	***Cumulative %***
Commitment to School	6.95	24.8	24.8
Commitment to Teaching Work	2.54	9.1	33.9
Commitment to Teaching Occupation	1.95	7.0	40.9
Commitment to Work Group	1.79	6.4	47.3

Table 2
The Correlation Matrix Between the Dimensional Structures of Organizational Commitment

Dimension	***I***	***II***	***III***	***IV***
Commitment to the School (**I**)	1			
Commitment to the Teaching Work (**II**)	.46	1		
Commitment to the Teaching Occupation(**III**)	.33	.44	1	
Commitment to the Work Group (**IV**)	.43	.39	.25	1
Total	.77	.79	.68	.86

(*) All values are significant on the level of .01

Table 3
The Correlation Between the Teachers' Service Duration and Organizational Commitment

Dimension	***Mean***		***Std.Deviation***			
	N1	***N2***	***N1***	***N2***	***t***	***p***

Commitment to School	30.11	35.25	5.25	5.79	-3.85	.000*
Commitment to Teaching Work	28.09	30.64	5.21	6.04	-2.30	.022*
Commitment to Teaching Occupation	23.46	24.47	5.05	4.28	-1.16	.248
Commitment to Work Group	21.54	24.70	4.69	4.28	-4.06	.000*
Organizational Commitment	103.20	115.06	14.41	16.41	-3.87	.000*

(*) p<.05 N=273, DF (Degrees of Freedom)=271, N1(1-5 year)=233, N2(16-25 year)=40

Table 4
The Correlation Between Exerting Great Efforts for Actualizing the Goal of the School and Organizational Commitment

Dimension	*Mean*		*Std.Deviation*			
	N1	*N2*	*N1*	*N2*	*t*	*p*
Commitment to School	23.18	25.40	6.31	5.33	-2.93	.004*
Commitment to Teaching Work	24.31	28.82	5.29	4.72	-6.11	.000*
Commitment to Teaching Occupation	20.83	24.04	4.01	4.71	-2.32	.021*
Commitment to Work Group	20.50	22.56	3.17	4.50	-1.57	.119
Organizational Commitment	88.82	100.82	15.36	13.82	-4.52	.000*

(*) p<.05, N=267, DF (Degrees of Freedom)=265, N1(Low)= 12, N2(High)=255

Table 5
The Correlation Between Having a Proper Pride of Teaching occupation and Organizational Commitment

Dimension	*Mean*		*Std.Deviation*			
	N1	*N2*	*N1*	*N2*	*t*	*p*
Commitment to School	24.82	32.37	8.17	5.23	-3.62	.000*
Commitment to Teaching Work	25.32	28.87	7.96	4.75	-4.18	.000*
Commitment to Teaching Occupation	12.19	19.53	5.73	3.34	-1.23	.000*
Commitment to Work Group	20.32	23.64	5.37	4.51	-1.82	.070
Organizational Commitment	82.65	104.41	16.86	12.85	-6.95	.000*

(*) p<.05, N=253, DF (Degrees of Freedom)=251, N1(Low)= 14, N2(High)=239

Table 6
The Correlation Between Having a Proper Pride of School and Organizational Commitment

Dimension	*Mean*		*Std.Deviation*			
	N1	*N2*	*N1*	*N2 t*	*p*	
Commitment to School	20.18	30.28	3.74	3.88	-16.36	.000*
Commitment to Teaching Work	25.40	29.23	6.14	4.51	-7.25	.000*
Commitment to Teaching Occupation	20.84	24.69	5.54	4.32	-5.08	.000*
Commitment to Work Group	19.15	23.30	4.31	4.23	-5.86	.000*
Organizational Commitment	85.57	107.5	12.21	11.3	-12.71	.000*

(*) p<.05, N=248 DF (Degrees of Freedom)=246, N1(Low)= 44, N2(High)=204

Table 7

The Correlation Between Having a Proper Pride of Work Group and Organizational Commitment

Dimension	*Mean*		*Std.Deviation*			
	N1	*N2*	*N1*	*N2*	*t*	*p*
Commitment to School	26.74	34.64	5.40	4.93	-7.13	.000*
Commitment to Teaching Work	26.90	29.15	5.09	5.23	-13.54	.000*
Commitment to Teaching Occupation	22.02	4.44	5.26	4.75	-2.79	.006*
Commitment to Work Group	14.78	20.25	4.88	3.16	-13.23	.000*
Organizational Commitment	90.44	108.48	12.38	13.02	-8.86	.000*

(*) p<.05, N=214, DF (Degrees of Freedom)=212, N1(Low)= 38, N2(High)=176

Table 8

The Correlation Between Appreciating the Administrative Applications in the School and Organizational Commitment

Dimension	*Mean*		*Std.Deviation*			
	N1	*N2*	*N1*	*N2*	*t*	*p*
Commitment to School	29.65	22.71	5.13	5.22	7.48	.000*
Commitment to Teaching Work	28.82	27.74	4.97	6.00	2.17	.031*
Commitment to Teaching Occupation	24.34	23.48	4.80	5.13	1.21	.229
Commitment to Work Group	22.89	20.87	4.32	4.98	3.03	.003*
Organizational Commitment	105.70	94.80	13.76	15.51	4.86	.000*

(*) p<.05, N=197, DF (Degrees of Freedom)=195, N1(Low)= 118, N2(High)=79

Table 9

Unidimension of Rotated Component Matrix for the 28 Items of the Teachers'Organizational Commitment in Educational Organizational Questionnaire and Reliability Coefficient

	Items Analysis	
	Item-Total	*Reliability*
Items	*Factor-Coefficient*	*Coefficient (Alpha)*
• Having a proper pride of the school	.71	.64
• Working desire created by the school	.66	.60
• To look for extra courses	.60	.54
• The desire to continue teaching without economic needs	.59	.51
• Having a proper pride of being a teacher	.55	.49
• To prefer working at this school even though the teachers have choices for working at the other the school	.55	.49
• To perceive the school as the best one among the others	.55	.49
• Having a proper pride of her/his colleagues	.54	.47
• To have the perception of being felt as the close friend by the other teachers at the school	.53	.48
• To perceive teaching occupation as the best one for working life	.53	.48
• To feel the other teachers in the school as his/her best friends	.52	.47
• To try to do the best for the unsuccesful students	.51	.44
• To deal with the future of the school	.51	.45
• To be pleased with other teachers in the breaks	.50	.44
• To work hard for the school	.49	.41
• To accomplish the job with enthusiasm	.49	.42
• To feel himself/herself as the other teachers'close friend in the school	.49	.43
• To perceive the values of teaching occupation more important		

than those of other professional values	.45	.39
• The desire to be well-known in teaching profession	.43	.40
• To spend time with the students on subjects (activities) related with the lesson outside the classroom	.43	.37
• To have relation with the teachers out of the school	.43	.37
• To get information about the student's family life	.42	.36
• Not to confirm the applications related with the teachers**	.41	.36
• To take the choice of becoming a teacher as the best decision in his/her life	.40	.36
• The responsibility of taking the class on time	.37	.32
• To enjoy teaching	.36	.31
• Disapproval of the relations existly between the people in the school **	.35	.30
• Tendency for taking other lessons irrelavent to one's branch in order to remain in the school	.31	.28

Table 10
Four -Factor Rotated Component Matrix for the 28 Items of the Teachers'Organizational Commitment in Educational Organizational Questionnaire

Commitment to School (I)	*I*	*II*	*III*	*IV*
• To work hard for the school	**.60**	.16	.10	.08
• Tendency for taking other lessons irrelavent to one's branch in order to stay in the school	**.43**	.13	-05	.05
• To be proud of the school	**.74**	.26	.17	.16
• Disapproval (not to confirm) of the applications related with the teachers**	**.46**	.23	.16	.14
• Working desire created by the school	**.78**	.25	.14	.05
• To prefer working at this school even though the teachers have choices for working at the other the school	**.77**	.02	.11	.19
• Disapproval of the relations existly between the people in the school **	**.45**	.10	.09	.03
• To deal with the future of the school	**.38**	.21	.20	.20
• To perceive the school as the best one among the others	**.79**	.01	.09	.12
Commitment to Teaching Work (II)				
• To spend time with the students on subjects (activities) related with the lesson outside the classroom	.07	**.54**	.16	.06
• To look for extra courses	.32	**.46**	.21	.17
• The responsibility of entirely the class on time	.19	**.38**	.08	.05
• To accomplish the job with enthusiasm	.02	**.60**	.28	.08
• To get information about the student's family life	.06	**.63**	.02	.14
• To try to do the best for the unsuccesful students	.12	**.77**	.02	.06

• To enjoy teaching	-.08	**.38**	.23	.12
Commitment to Teaching occupation(III)				
• To take the choice of becoming a teacher as the best decision in his/her life	-.01	.15	**.72**	.00
• To be proud of being a teacher	.14	.21	**.72**	.06
• To perceive the values of teaching occupation more important than those of other professional values	-.03	.26	**.68**	.02
• To perceive teaching occupation as the best for working life	.18	.08	**.69**	.14
• The desire to be well-known in teaching profession	.21	.08	**.56**	.04
• The desire to continue teaching without economic needs	.12	.01	**.63**	.08
Commitment to Work Group (IV)				
• To be pleased with other teachers in the breaks	.29	-03	.16	**.61**
• To be proud of his/her colleagues	.41	.04	.04	**.57**
• To have the perception of being felt as the close friend by the other teachers at the school	.24	14	.03	**.68**
• To feel the other teachers in the school as his/her best friends	.11	.05	.16	**.77**
• To have relation with the teachers out of the school	-.01	.17	.02	**.73**
• To feel himself/herself as the other teachers'close friend in the school	.02	.28	.00	**.75**

***** Score is reversed.***

Extraction Method: Principal Component Analysis
Rotation Method: Varimax with Kasier Normalization